

**Texas Education Agency
Standard Application System (SAS)**

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID Place date stamp here <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 PM 12:17 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal Information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Lometa Independent School District		141-902		
Vendor ID #	ESC Region #	DUNS #		
74-6001634	12	10075548		
Mailing address		City	State	ZIP Code
PO Box 250		Lometa	TX	76853-
Primary Contact				
First name	M.I.	Last name	Title	
Rob		Moore	Assistant Superintendent	
Telephone #	Email address		FAX #	
512-752-3384	rmoore@lometaisd.org		512-752-8531	
Secondary Contact				
First name	M.I.	Last name	Title	
David		Fisher	Superintendent	
Telephone #	Email address		FAX #	
512-752-3384	dfisher@lometaisd.org		512-752-8531	
Part 2: Certification and Incorporation				

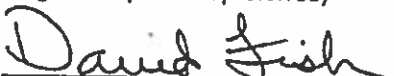
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
David		Fisher	Superintendent
Telephone #	Email address		FAX #
512-752-3384	dfisher@lometaisd.org		512-752-8531

Signature (blue ink preferred)

Date signed



4-23-18

Only the legally responsible party may sign this application.

701-18-111-083

Schedule #1—General Information

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	141-902 Lometa ISD	David Fisher <i>David Fisher</i>	512-752-3384 dfisher@lometaisd.org	\$269,450
Member Districts				
2.	180-901 Brady ISD	Duane Limbaugh <i>D. Limbaugh</i>	326-597-2301 dlimbaugh@bradyisd.org	\$318,900
3.	050-901 Event ISD	Ken Wimberley <i>Ken Wimberley</i>	254-471-3180 kwimberley@eventisd.org	\$219,400
4.				
5.				
6.				
7.				
8.				

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$797,750

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Lometa ACE Program consists of Lometa ISD and its long-standing educational partners Brady ISD and Evant ISD along with community partner Texas A&M Agrilife Extension (**5 priority points**). They will work hand-in-hand to establish five (5) community learning centers (CLC's) that are safe and well-equipped with facilities to provide much needed academic assistance, exposure to enrichment activities, family activities, college planning and workforce readiness to high-poverty and low-performing K-12 students. **Budget** \$797,750 in Texas 21st Century Community Learning Center Cycle 10 grant funds (referred to as ACE) will allow these districts to focus on providing opportunities during non-school hours to students and families who have overwhelming academic and social needs. Funds will be used for tutoring and homework assistance to help students meet state and local student standards in core academic subjects; a broad array of enrichment activities that complements the regular school day; literacy and other educational services to the families of participating children; scale-up the high-school career competencies program in place; and provide a safety-net of social services. **Demographics** These small, rural districts are located within 30 to 60 miles of each other near the geographic center of Texas. They serve students in disadvantaged communities who just can't seem to break the ongoing generational cycle of poverty and low education attainment levels that exist as documented by the *2016-17 Texas Academic Performance Report (TAPR) & **2016 American Community Survey Census Data:

	*K-12 Enrollment	*2017-18 Priority/Focus School	*Eco Disadvantaged	Title 1 District Wide	*At-Risk	*Ethnicity	**Community Population	**Median Household Income	***Possess a Bachelors Degree
Brady ISD	1,212		65%	✓	34%	46.8% Hispanic 48.8% White	5,528	\$33,872	7.8%
Evant ISD	239	✓ Focus	62.8%	✓	55.2%	28% Hispanic 70% White	426	\$39,063	8.1%
Lometa ISD	274	✓ Priority	77%	✓	49.6%	52.6% Hispanic 44.5% White	856	\$28,125	6.3%
Texas			59%		50.3%	52% Hispanic 28% White		\$54,727	18.5%

There are glaring discrepancies in STAAR, TSI and ACT/SAT scores among sub-groups of students when you compare economically disadvantaged, at-risk and minority students to their white counterparts who are not in subgroups. **Needs Assessment** Community stakeholders including district and campus administrators, teachers, parents and members of the community conducted a comprehensive needs assessment to: 1) identify and pinpoint needs, gaps, barriers and weaknesses that exist among students and their families; 2) identify which campuses, grade levels, and student populations are most in need of additional academic and social services and supports; 3) identify all resources and assets that can be used to address these needs; and 4) ensure all resources are being identified and used efficiently, effectively, and are having an impact on students. **Management Plan** One project director, a family engagement specialist and five (5) site coordinators will be responsible for carrying out the daily ACE activities. The centers will operate under the watchful eye of the Community Advisory Council (CAC) consisting of Superintendents, Principals, diverse members of the community and Texas A&M AgriLife Extension. **Evaluation Plan** This project will be evaluated by an external evaluator who will conduct a formative and summative evaluation using documentation review, observations, surveys, questionnaires, and interviews to document the extent to which the program is implemented as designed and will track: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade, high school graduation rates, and high school student career competencies. **Statutory & Program Requirements** There are 10 Statutory Requirements and 3 TEA Requirements and this grant application completely and accurately answers all requirements with great detail, in accordance with the purpose and goals of the ACE grant and based upon the unique needs of the students and families to be served. **Sustainability** ALL administrators and school board members are fully committed to engage in a thoughtful and coordinated planning process with the CAC to develop plans for sustaining the program. They will look for funding sources to sustain the program over the long term, will examine what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. Furthermore, they are committed to budgeting funds for the educational tools and materials to keep pace with educational changes, parent and community expectations.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$606,800	\$0	\$606,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$13,000	\$15,000	\$28,000
Schedule #9	Supplies and Materials (6300)	6300	\$87,200	\$0	\$87,200
Schedule #10	Other Operating Costs (6400)	6400	\$28,750	\$0	\$28,750
Schedule #11	Capital Outlay (6600)	6600	\$47,000	\$0	\$47,000
	Consolidate Administrative Funds		782,750	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$782,750	\$15,000	\$797,750
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$782,750	\$15,000	\$797,750

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$797,750
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$39,887.50

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$50,000
5	Site coordinator (required)	5		\$225,000
6	Family engagement specialist (required)	1		\$25,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Bus Driver	3		\$20,000
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$320,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$107,000
25	6121 Support staff extra-duty pay			\$124,800
26	6140 Employee benefits			\$55,000
27	Subtotal substitute, extra-duty, benefits costs			\$299,800
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$606,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval**Expense Item Description****Grant Amount
Budgeted**

6269 Rental or lease of buildings, space in buildings, or land

Specify purpose:

\$

a. Subtotal of professional and contracted services (6200) costs requiring specific approval:

\$

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
---	------------------------------------	-----------------------

1 Evaluator for 5 Centers

\$15,000

2 Texas A&M Agrilife Extension

\$13,000

3

\$

4

\$

5

\$

6

\$

7

\$

8

\$

9

\$

10

\$

11

\$

12

\$

13

\$

14

\$

b. Subtotal of professional and contracted services:

\$

c. Remaining 6200—Professional and contracted services that do not require specific approval:

\$

(Sum of lines a, b, and c) Grand total

\$28,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 141-902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$87,200
Grand total:		\$87,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 141-902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$28,750
Grand total:		\$28,750

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 141-902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
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6669—Library Books and Media (capitalized and controlled by library)

1		N/A	N/A	\$
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66XX—Computing Devices, capitalized

2	Laptops, iPad or Chromebooks for student use	100	\$400	\$40,000
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3	Laptops for Project Director, Site Coordinators and Family Engagement Specialist	7	\$1,000	\$7,000
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4			\$	\$
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5			\$	\$
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6			\$	\$
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7			\$	\$
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8			\$	\$
---	--	--	----	----

9			\$	\$
---	--	--	----	----

10			\$	\$
----	--	--	----	----

11			\$	\$
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66XX—Software, capitalized

12			\$	\$
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13			\$	\$
----	--	--	----	----

14			\$	\$
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15			\$	\$
----	--	--	----	----

16			\$	\$
----	--	--	----	----

17			\$	\$
----	--	--	----	----

18			\$	\$
----	--	--	----	----

66XX—Equipment or furniture

19			\$	\$
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20			\$	\$
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21			\$	\$
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22			\$	\$
----	--	--	----	----

23			\$	\$
----	--	--	----	----

24			\$	\$
----	--	--	----	----

25			\$	\$
----	--	--	----	----

26			\$	\$
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27			\$	\$
----	--	--	----	----

28			\$	\$
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66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

29				\$
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Grand total:			\$47,000
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For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's degree in education or related field; Principal's Certificate and 3 years' experience as classroom teacher. 1 year supervisory experience; experience in budget management, data reporting; implementation, and evaluation; and youth programs. Fluent in Spanish is preferred.
2.	Site Coordinator(s)	Bachelor's degree in education. Teaching Certificate with 3 years' experience as a classroom teacher. Experience in youth programs. Possess strong organizational and time management skills. Excellent written and verbal communication skills. Works well with others. Ability to communicate in Spanish.
3.	Family Engagement Specialist (FES)	Bachelor's degree in education or social services related field. Have 3 years' experience working in education, social service or family support. Understand diverse cultures and economic backgrounds. Experience with teaching effective parenting techniques. Possess strong organizational and time management skills. Excellent written and verbal communication skills. Works well with others. Ability to communicate in Spanish.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve academic performance on course grades & state assessments	1. Identify & recruit students for academic interventions	08/01/2018	9/31/2019
		2. Provide daily tutoring using qualified teachers	08/01/2018	9/31/2019
		3. Pre/post-test students in academic interventions	08/01/2018	9/31/2019
		4. Align academic activities with the regular school day	08/01/2018	9/31/2019
		5. Ensure academic curriculum aligns with TEKS	08/01/2018	9/31/2019
2.	Improve school day attendance	1. Offer engaging enrichment activities students like	08/01/2018	9/31/2019
		2. Survey students to identify activities of their choice	08/01/2018	9/31/2019
		3. Offer project-based enrichment activities	08/01/2018	9/31/2019
		4. FES monitor attendance and conduct home visits	08/01/2018	9/31/2019
		5. FES educate parents on the importance of school	08/01/2018	9/31/2019
3.	Reduce student discipline referrals	1. Implement positive behavior supports for students	08/01/2018	9/31/2019
		2. Target students exhibiting behavior issues	08/01/2018	9/31/2019
		3. Provide adult advocates based upon student needs	08/01/2018	9/31/2019
		4. Offer conflict resolution and character building	08/01/2018	9/31/2019
		5. Collaborate with school staff to serve at-risk students	08/01/2018	9/31/2019
4.	Increase promotion and graduation rates	1. Identify students at-risk of academic failure	08/01/2018	9/31/2019
		2. Provide at-risk students with academic interventions	08/01/2018	9/31/2019
		3. Pre/post-test students in academic interventions	08/01/2018	9/31/2019
		4. Incorporate drop-out prevention best practices	08/01/2018	9/31/2019
		5. Disaggregate student data to pinpoint needs	08/01/2018	9/31/2019
5.	Build high school student career competencies	1. Offer Critical Thinking /Problem Solving activities	08/01/2018	9/31/2019
		2. Conduct Career Exploration and Development	08/01/2018	9/31/2019
		3. Teach students about Professionalism/Work Ethic	08/01/2018	9/31/2019
		4. Provide College and Career Counseling	08/01/2018	9/31/2019
		5. Expose students to career related enrichment activities such as cooking, welding, STEM, etc..	08/01/2018	9/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community stakeholders recently conducted a comprehensive needs assessment to evaluate community needs and the availability of resources. Aware that students graduate from Lometa ISD, Brady ISD and Evant ISD and never leave their small, rural community. Instead they follow in their parents and grandparents footsteps and work low-wage jobs and continue the ongoing cycle of poverty and low-education attainment levels. To better understand and address this ongoing cycle, stakeholders recently reviewed: 1) 2016-17 Texas Academic Performance Report (TAPR) to gather student academic and socio-economic data; 2) 2016 American Community Survey Census Data to determine poverty rates, income, education levels and post-secondary rates; and 3) Availability of educational, enrichment and social resources within Lometa, Brady and Evant, Texas.

The results of the data pinpointed the following academic and social needs that currently exist:

- Lometa, Brady and Evant are located 30 to 60 miles from each other near the geographic center of Texas. They are approximately 90 miles away from a city with a population of 50,000 or more, making ALL 3 communities not only rural but "remote and isolated" as defined by the National Rural Education Association.
- Families in Lometa, Brady, and Evant are living in poverty as their median household income ranges from \$28,000 to 39,000, which is well-below the household income for Texas of \$54,727.
- The communities of Lometa, Brady and Evant are under-educated as only 20% of students graduate from these districts and enter post-secondary education. Only 6.3% to 8.1% of adults in these communities possess a Bachelor's Degree, which is well-below the state average of 18.5% of Texans possessing a Bachelor's Degree.
- ALL three communities are so small there is no Boys or Girls Clubs and no alternative learning opportunities such as a Sylvan Learning Center. The community of Lometa doesn't have public library.
- The after school athletic and art programs offered in these communities are all fee-based.

After identifying the needs that exist, stakeholders evaluated resource available in the communities that can be used as part of the Lometa ACE Program:

- A local organization, Texas A&M Agrilife Extension, can serve as a partner and stakeholder to provide enrichment programs and services to students and their families and serve on the Community Advisory Council;
- All three school districts have highly-qualified staff who can deliver academic and enrichment activities; and
- All three districts have facilities such as the cafeteria, library, instructional classrooms, gymnasium, computer labs, portable labs, distance learning labs, school buses, playgrounds, and office space.

With the overwhelming academic and social needs exist along with the availability of community and school resources, the Lometa ACE project is designed around the following research-based ACE strategies and activities:

Strategy	Proposed Activities Offered to Meet Needs
1. Improve academic achievement	Homework assistance, tutoring, reading clubs, robotics, science activities, math games, English language skills, STAAR/EOC prep, technology integration
2. Improve school day attendance	ACE teachers use innovative teaching methods that are fun, engaging and hands-on. Offer new and different activities (dance, martial arts, photography) that are not offered during the school day so student will want to come to school so they can participate in the extended learning.
3. Reduce discipline referrals	Character education programs focused on leadership training, self-esteem, relationship skills, decision-making skills, resolve conflict, and reduce school bullying and violence.
4. Improve promotion and graduation rates	Small group instruction, intensive STAAR remediation, credit recovery/acceleration.
5. Scale-up career competencies in grades 9-12	Career and technical programs, internships/ apprenticeships
6. Increase working family involvement in school activity	Offer Family Literacy, parenting skills, adult ESL/GED courses, job readiness, open the library/ computer lab to working families; create the first-ever Family Resource Center

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

This application is submitted jointly by three educational entities (Lometa ISD, Brady ISD and Evant ISD) who ALL receive funds under Part A of Title 1 and will work hand-in-hand with community partner Texas A&M Agrilife Extension (5 priority points) to offer academic and enrichment services students and their families at the following five community learning centers:

Center 1 -- Lometa School (K-12) A 2017-18 Priority School

Center 2 -- Brady Elementary (K-5)

Center 3 -- Brady Middle School (6-8)

Center 4 -- Evant Elementary School (K-6) A 2017-18 Focus School with 71.8% at-risk (5 priority points)

Center 5 -- Evant High School (7-12)

The partnership among Lometa, Brady, Evant and Texas Agrilife Extension is not new. The Texas A&M Agrilife Extension Agent currently serves as adjunct faculty at each of these districts and shares professional expertise, which is a critical element of the ACE, and will serve on the Community Advisory Committee. It is important to note the Texas A&M Agrilife Extension Office is a unique 501c3 education agency with a statewide network of professional educators, trained volunteers, and county offices. It reaches into every Texas county to address local priority needs. For the Lometa ACE Program, Texas A&M Agrilife Extension will contribute directly to the project by increasing the scope and quality of new and supplemental services available at these schools by offering:

- Gardening
- Healthy eating and wellness
- Physical fitness
- Photography
- Clothing and textiles
- Exploration in STEM sciences (animal science, food science, astronomy, chemistry, etc..)
- Technology
- Development of fine motor skills and focus

These Texas A&M Agrilife activities will: 1) increase utilization of school sites beyond the school day hours in a safe environment; 2) reduce numbers of unsupervised children during the afternoons and during the summer; 3) reduce disciplinary incidents; 4) increase student academic skill levels and performance; 5) build career competencies; and 6) increase parent involvement.

This is important because all three districts serve large percentages of economically disadvantaged students (62% - 77%) who are identified as at-risk (34% - 55%) for academic failure, dropping out of school, engaging in risky behavior and lack strong positive role models.

Furthermore, this long-standing partnership likely increase sustainability of the Lometa ACE Program as the Texas A&M Agrilife Extension Agent will continue to serve as adjunct faculty at each of the three districts and provide services even after this ACE grant is over.

This partnership provide students most in need with access to activities and programs that they may not otherwise have access to do to their family's socio-economic status or background.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Lometa ACE Program was developed around state and national 21st Century Community Learning Research from experts in the field along with data from previous funded ACE Programs. The data suggests successful projects use a multi-tiered approach to positively impact students and families and this ACE Program is designed using the same approach.

Research indicates academic performance improves among students who are struggling in the classroom if they participate in a consistent, dependable schedule of weekly out-of-school time activities during the school year and summer. Afterschool Alliance. (2015). *Evaluations background: A summary of formal evaluations of afterschool programs' impact on academics, behavior, safety and family life*. Students participating in the Lometa ACE Program will receive intensive academic tutoring, homework assistance, individualized instruction for 30 weeks during the school year and 6 weeks in the summer. This extra time spent on academics will reinforce skills taught during the regular school day. Students will also develop high-order thinking skills through hands-on, project-based, and real-world activities allowing them to meet challenging state academic standards.

Lometa ACE Program will increase school attendance rates by offering a variety of learning opportunities that are fun, exciting, engaging and new to the students. Program will require teachers to use innovative teaching methods that include technology, STEM, and discovery. The variety of enrichment activities will be offered at no cost to participants and will reflect the interest of the students and allow students to choose which activities are of interest to them. Students will want to come to school so that they can participate in the before school and after-school program.

Each ACE Center will work from a framework using behavior interventions to decrease problem behavior and increase time spent in academic instruction, resulting in improved academic achievement. Teaching behavioral expectations and rewarding students for following them is a positive approach in achieving academic achievement.

Promotion and High School Graduation Rates will be attainable through the implementation of tailored services focused on helping ACE students stay on track to graduate on time through a variety of activities that are aligned to the high school graduation requirements and college entrance requirements.

The Lometa ACE Program will scale up career competencies through a variety of academic and social supports, as well as workforce readiness activities.

The Family Engagement Program will increase student achievement and help break the cycle of poverty and illiteracy by improving the educational opportunities low-income families by engaging and empowering parents to become actively involved in their children's education across all grade levels.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program design is based on scientific research about why extended day programs are effective at promoting learning. Not only did the stakeholders look at research from experts in the field but they also looked at the data available from previous ACE Programs. The data mirrored the research found at the state and national level - that students who are experiencing significant academic difficulties in school will likely continue a pattern of difficulty marked by academic failure, truancy and eventually dropping out. Naftzger, N., Devaney, E., & Newman, J. (forthcoming). *Initial report on the national scan of 21st CCLC data, impact, and quality improvement systems project*. Chicago, IL: American Institutes for Research. District and campus administrators are fully aware that many children struggle to meet school standards due to academic and socio-economic challenges and that an afterschool program can provide structure, offer connections with others, and provide more academic help.

Lometa, Brady and Evant used the Texas ACE Blueprint as a reference tool in developing this grant application. The Texas ACE Blueprint outlines a framework of best practices as well as evidence-based practices. The ACE Program is fully committed to ensuring that all activities selected will adhere to following:

- All activities will be supervised at all times by qualified staff at appropriate adult to student ratios that meet ACE recommended guidelines.
- All activities will take place for a minimum of 45 minutes to ensure sufficient time to impact students.
- Will be offered at no cost to the participants.
- Activities will be intentionally designed to address student needs and student voice and aligned with the regular school day curriculum using a planning tool such as the Texas ACE Activity/Unit and Lesson Plan worksheet.
- Activities reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, college and workforce readiness.
- Offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development.
- Offer activities at a time that accommodates students and working families.
- Project Director and Site Coordinators must be familiar with the academic performance of students on that campus as well as the activities, gaps, and opportunities that exist, which can be addressed through extended learning opportunities;
- Project Director and Site Coordinators will meet the campus principal to ensure all ACE programs and activities complement and align to meeting the Campus Improvement Plan (CIP);
- Project Director and Site Coordinators will meet with the school-day teachers to ensure all ACE programs and activities complement and align to the school day;
- Activities align to national and state standards (Texas Essential Knowledge and Skills, Technology Applications TEKS, English Language Proficiency, Texas College Readiness, and Partnership for 21st Century Skills)
- Activities are engaging through Global Learning, Project Based, Learning, Field Trips, Service Learning, Technology, Cooperative Learning

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Research found at the state and national level states that students who are experiencing significant academic difficulties in school will likely continue a pattern of difficulty marked by academic failure, truancy and eventually dropping out. Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., et al. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance—A critical literature review*. Chicago, IL: Consortium on Chicago School Research. The Lometa ACE Project will offer required and permissible services that are tailored to meet the target students' individual needs as a pathway to success so they may overcome the generational cycle of poverty and low education attainment levels that exist in their small, rural community. The following program activities align with the components of the ACE program and provide students with the opportunity to actually apply the skills taught in the regular classes, regardless of their academic or socio-economic condition that disadvantage them, and allows them the opportunity learn and develop their full potential.

Tutorials and Homework Assistance Highly-qualified teachers in the ACE Program will assess student weaknesses and strengths and through one-to-one and small group tutorials, homework assistance, intensive STAAR remediation, credit recovery/acceleration on a daily basis to address content deficits.

Enrichment Activities Highly-qualified teachers and Texas A&M Agrilife Extension Service will provide positive social, cultural, recreational, interpersonal skills, health and wellness and experiences to enrich and expand our students' understanding of life and the involvement in community. Recreation, art, music, dance, cooking and other broad array of services offered for students in the ACE Program will provide student motivation and engagement, including improved attendance, persistence, focused attention, heightened educational aspirations, and intellectual risk taking. The variety of enrichment activities will be offered at no charge and will reflect the interest of the students and allow students to choose which activities are of interest to them. Students will want to come to school so that they can participate in the before school and after-school program.

Science Technology Engineering and Math (STEM) activities Using STEM related curriculum students will make connections and apply classroom skills to real world activities. Through robotics students will learn more and retain more information when they actively participate in the learning process and when they can relate to what is being taught. Drawing connections between information taught and real life is highly effective in engaging students.

Technology will support integrated, inquiry-based learning to engage ACE Program students in exploring, thinking, reading, writing, researching, inventing, problem-solving and experiencing the world and brings science content alive by connecting STEM- based ventures, agencies and products that connect academic concepts to the real world.

Positive Behavior Activities Character education programs focused on leadership training, self-esteem, relationship skills, decision-making skills, resolve conflict, and reduce school bullying and violence. research-based character education program that focus on helping students improve their self-esteem, relationship skills, decision-making skills, ability to resolve conflict, and reduce school bullying and violence.

College and Career Readiness Activities goal setting workshops; career orientation activities; job-shadowing; college and career counseling; job preparation and pre-employment activities and high school to workforce/ college transitional experience for students who are at-risk of being retained and/or not graduating on time, economically disadvantaged, and first-time college goers as they are underrepresented in the skilled workforce and higher education.

Family Engagement Activities Offer family literacy, adult literacy or adult basic education, and parenting education into a unified family literacy program. It will assist parents with job readiness, open the library/ computer lab to working families; create the first-ever Family Resource Center. Students and their families will receive a "safety-net" of social and emotional supports such as counseling, guidance, advisory, parent outreach, connections to social services when needed, peer mentoring and assistance with applying for financial aid.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notification of the grant award, Lometa ISD, Brady ISD and Evant ISD will use a variety of multi-media methods to "get the word-out" to students, teachers, families and community about the ACE Program. Using Texas ACE® logo and Texas ACE® branding guidelines in all outreach and communication materials, all information will be understandable as it will be printed in both English and Spanish will provide information such as programs and activities offered, location, time, contact information, services available, enrollment, availability of transportation to and from centers and other pertinent information. Information will be in the form brochures, flyers, posters, door hangers, newsletters, press releases, and letters home to parents. The information will be accessible as it will be disseminated at each campus, local businesses, churches, post office, local newspaper, laundry mat, libraries, and Texas A&M Agrilife Extension Office. Finally each district will host a "Kick-Off" program to provide pertinent information about ACE and answer questions in a face-to-face format.

Throughout the school year and summer there will be ongoing communication about ACE as districts will continue to use English and Spanglish language printed brochures, flyers, posters, door hangers, newsletters, press releases, and letters home to parents. The districts will also create a website, Facebook page, twitter account, and use the school marquee and School Messenger phone system to keep students, parents and the community informed with up-to-date ACE information.

The Family Engagement Specialist (FES) will make phone calls to parents and conduct "old-fashioned face-to-face" meetings & home visits to families who do not speak English. The FES will help ensure parents and community members can access and understand all communications.

Information about the project and evaluation activities will be provided through regular school communication (newsletters, etc) and at meetings with parents. It's also important to note the Project Director will provide Superintendents and Board of Trustees with ongoing progress reports of ACE program activities, attendance and evaluation findings.

Finally, at the end of each school year of the five centers will host an afterschool showcase where students display their work, perform and talk about what they've learned through their participation in the program. This community-wide event is an excellent opportunity to convey information about individual centers and the program as a whole.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Many of the Lometa, Brady and Evant students live in rural areas and rely on a school bus to get to-and-from school on a daily basis. As part of the Lometa ACE program, grant funds have been budgeted for a school bus and bus driver to ensure students (who are in need of transportation) use the school bus. Though not all students rely on bus, some students walk home and others are picked up by parents/guardian. Regardless of how they travel to and from the center, student safety is an important part of this project.

Each student participating in ACE Program will be required to complete a travel form designating how they will arrive and depart from ACE program activities. This form will be filed with the appropriate Site Coordinator (SC) at each Center. Each week the SC will assign ACE staff to designated locations outside the center to assist students who walk, ride in vehicles or ride buses to and from the center.

For those students who walk, the SC will provide the ACE staff with a list of walkers and the ACE staff will assist them as they enter and leave the center using the school crosswalks.

For those students who ride in vehicles the SC will provide the ACE Staff with a list of students riding in vehicles and they will stand ready to assist students as they enter/exist cars through designated pickup and drop off lanes at each center.

For those who ride a school bus, the SC will provide the ACE staff with a list of students and their assigned bus number. The staff will assist students as they enter and exit the bus.

Furthermore, the district and campus administrators will review their Safety Plan and make recommendations on further safety procedures needed as part of students participating in before school, after school, and summer programming. An ACE Safety Plan will be adopted prior to the start of ACE programming by the Community Advisory Council. A copy of the ACE Safety Plan will be disseminated to the Project Director, Site Coordinator and ACE staff as part of their ACE program training. ACE staff will not be able to deliver ACE programs until they have completed safety training. Training will focus on:

- Student safety in traveling to and from the Center
- Written policy for emergency closings during inclement weather
- Provide student, family and staff security during ACE programs by locking all doors.
- Participate in drills for evacuation, tornadoes, fires, and lock down.
- Policy in place to contact the fire department, in case of fires, explosions, toxic fumes and notify parents
- Respond to a student's injury and illness by contacting parents and medical staff

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No volunteers will be used.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ALL campus and district administrators are fully committed to engaging in a thoughtful and coordinated planning process with the Community Advisory Council to develop plans to sustain the program. They will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. The administrators are committed to budgeting funds to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. The superintendents and business managers will update the Board of Trustees and CAC each quarter as to the status of securing and budgeting matching funds and future funds to sustain the program. The sustainability plan adheres to the research that says "Sustained change in student academic performance can only occur when a cohesive, quality-based, unified system of teaching and learning is understood by all stakeholders" (Allen, J. 2005).

The Board of Trustees at Lometa, Evant and Brady are fully committed to sustaining this ACE Program after funding under this program ends. The Board of Trustees will work directly with Community Advisory Council, (district-level representatives; representatives from each campus/center, parent(s), and teachers; representatives from the community, Texas A&M Agrilife Extension Office, and other related community partners) to engage in a thoughtful and coordinated sustainability planning process to successfully develop plans for continuing and expanding ACE programs for a very long time. Though the districts are committed to offering extended learning programs, services, and supports, the specific activities to be sustained must produce desired student outcomes. The desired student outcomes will be identified through the evaluation process and analysis of how budget funds are spent and results attained. For those programs, services, and supports that produce desired student outcomes, they will be funded through federal, state and local funding. Continuing a project also involves securing future funding. These districts have committed to immediately begin looking for funding sources to sustain an extended learning project over the long term.

The community stakeholders have also committed to work to sustain the project through community support, recruitment of other community members and businesses as well as recruiting students and parents to the program. Therefore, the CAC ensures that the stakeholders in the community will assist the centers in developing outreach programs to recruit additional partners, business support and services providers with the capacity and resources to sustain the ACE Program.

In addition, each district will also continue to partner with the Texas A&M Agrilife Extension Office as they bring time, resources, and expertise to the program. Texas A&M Agrilife will continue to provide single services and serve as stakeholders and serve on Committees. Their role will be to continue to provide assistance and support directly to the district by developing goals, securing community buy-in, reviewing programs and activities, and project sustainability. The CAC will continually seek out other community partners who can provide student/family programs. It is expected for the number and types of partners to change over the years as the needs change.

It is important to note that Lometa ISD will serve as the fiscal agent for the partnership. Lometa was chosen because they have prior experience with successfully implementing a Cycle 5 21st Century Grant. It is important to note that Brady ISD and Evant ISD have never implemented an ACE grant. Furthermore, attached to this application are written letters of support for local sustainability signed by a majority of the elected members of the local school boards from which students will be served. Their signatures represents the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time (5 priority points)

Attached is the Lometa ISD, Evant ISD and Brady ISD Board of Trustee Letter of Support with original signatures

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Lometa ISD, Brady ISD and Evant ISD take great pride in coordinating state and federal funds to maximize funds and provide as many successful programs and services as possible. The district identified Federal Title 1 Funds, National School Lunch Program Funds and State Compensatory Funds are funds that can be coordinated with ACE funds to help those students most in need.

- Federal Title 1 funds can be coordinated as all five (5) campuses are both eligible for schoolwide programs under Title 1, Section 1114. The districts use Title 1 Funds offer small-scale academic interventions and social supports to students. The Title 1 funds can be
- Federal National School Lunch Program (NSLP) – All three (3) districts participates in this program as 62% – 77% of the students are identified as economically disadvantaged and qualify for free/reduce meals. These districts will seek to use NSLP funds to pay for the afterschool snacks for the economically disadvantaged students. For those students who do not meet NSLP guidelines, the districts will use ACE grant funds to pay for snacks for those students.
- State Compensatory Education Funds are also used to fund small scale academic intervention programs.
- Local funds will also be used as each district (Lometa, Brady, and Evant will provide over \$1,000 in in-kind contributions to the ACE Program through building use, utilities, janitorial supplies, and other equipment such as computers, copiers, etc...

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 1	Lometa School 100 8 th Street Lometa, Texas 76853	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> 7-8	
	9-digit campus ID number:			141902001	<input checked="" type="checkbox"/> K-2	<input checked="" type="checkbox"/> 9
	Cost per student			\$997.00	<input checked="" type="checkbox"/> 3-4	<input checked="" type="checkbox"/> 10-11
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	35		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 2	Brady Elementary 205 W. China Brady, Texas 76825	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input type="checkbox"/> 7-8	
	9-digit campus ID number:			160901101	<input checked="" type="checkbox"/> K-2	<input type="checkbox"/> 9
	Cost per student			\$997.00	<input checked="" type="checkbox"/> 3-4	<input type="checkbox"/> 10-11
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	35		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 3	Brady Middle School 2309 Hwy 190 Brady, Texas 76825	<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> 7-8	
	9-digit campus ID number:			160901041	<input type="checkbox"/> K-2	<input type="checkbox"/> 9
	Cost per student			\$997.00	<input checked="" type="checkbox"/> 3-4	<input type="checkbox"/> 10-11

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			<input type="checkbox"/> 12
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	35
	Feeder school #1	Feeder school #2	Feeder school #3
Campus name			
9-digit campus ID number			
Estimated transportation time			

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Evant Elementary 339 N. Memory Lane Evant, Texas 76525		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	9-digit campus ID number:	050901101			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student	\$999.00				
	"Regular" student target (to be served 45 days or more annually):		50		Parent/legal guardian target (in proportion with student target):	
			15			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Evant High School 339 N. Memory Lane Evant, Texas 76525		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number:	050901001			<input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student	\$999.00				
	"Regular" student target (to be served 45 days or more annually):		50		Parent/legal guardian target (in proportion with student target):	
			15			
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Planning and project management of this grant is the most critical element for ensuring success. Because there are many moving parts to the ACE program, there must be an effective operation and talent management structure in place. The ACE administrative staff (project director, site director and family engagement specialist) will pull all the components together, adhere to requirements, and provide high-quality, safe, secure, and appropriate programming for all participants. There will be one dedicated full-time project director who will manage the day-to-day and overall operations; ensure compliance with all grant requirements; and lead the program through continuous improvement processes. The project director supervises the family engagement specialist and site coordinators, trains staff, and maintains productive working relationships with TEA, Texas A&M Agrilife, vendors and the independent evaluator. Project directors must conduct and document ongoing internal monitoring to ensure compliance and provide feedback to each center by conducting site observations, data reviews, stakeholder surveys, and related activities.

A full-time site coordinator will be hired for each of the five (5) centers to manage the design and implementation of all center-level activities. Site coordinators oversee student recruitment, coordinate with the family engagement specialist, collaborate with school day staff, monitor center-level activities, train staff, ensure compliance with federal and state laws and regulations, and oversee the collection, coordination, and entry of data.

With there being just five (5) centers, a part-time family engagement specialist will provide families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. In doing so, the family engagement specialist works closely with the project director and site coordinators to design activities that draw families to participate in the program. They also engage with new partners to provide services that meet the identified needs of families, maintain regular communication with families, conduct ongoing needs assessments, and provide outreach and service referral to address family needs.

During the 2018-19 school year, each of the five (5) centers will operate 15 hours per week and for five (5) days a week for 30 weeks during the school year. The week runs from Sunday through Saturday. Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018. In the summer of 2019, each of the five (5) centers will operate for four (4) hours per day and four (4) days a week for a total of six (6) weeks. The summer session will wrap-up by July 31, 2019.

Budget Plan: The budget is centered around serving a total of 400 students within five (5) centers.

Grantee-Level Fixed Costs -- The fiscal agent, Lometa ISD, budgeted \$100,000 for a salary and fringe benefits for a full-time project director and a part-time family engagement specialist. This budget also includes funds for travel to regional trainings and conferences (both in and out-of-state) for the project director and family engagement specialist and their supplies such as computers, printers, office supplies, etc.

Center-Level Fixed Costs -- Each of the five (5) centers has the exact same budget of \$59,750 for a total of \$289,750 to pay for a salary, fringe benefits, travel and supplies for a full-time site coordinator. Funds are also allocated to pay an external evaluator to conduct an evaluation of each center.

Student-Level Variable Costs -- Each of the five (5) centers has a budget (Lometa \$99,800, Evant Elementary \$49,500; Evant High School \$49,500; Brady Elementary \$99,700 and Brady Middle School \$99,700) of \$399,000 to provide services directly to students. Specifically, grant funds will be used to pay for a bus driver for transportation to-and-from ACE programming; pay highly-qualified teachers an hourly rate and fringe benefits to deliver academic and enrichment activities; pay para-professionals an hourly rate and fringe benefits to assist with academic and enrichment activities; pay Texas A&M Agrilife Extension to deliver enrichment programs; purchase supplies such as software, curriculum, student behavior materials; and fuel for the school bus. Grant funds will also purchase technology such as iPad, laptops or Chromebook for students to use while participating in ACE.

Center-Level Per Student Variable Costs for each center is as follows: \$997.00 per student at Lometa School; Brady Elementary and Brady Middle School; and \$999.00 per student at Evant Elementary and Evant High School.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 141-902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Lometa ISD ACE program will utilize an External Evaluator to collect data on a continuous basis from each participating ACE Center. The evaluator will conduct formative and summative evaluations based on the process as outlined in the PRIME Blueprint for ACE Programs. Each year, a formative evaluation will focus on addressing whether or not the activities are being implemented as planned and whether the project is making progress toward achieving its objectives. Methods to collect qualitative and quantitative data for the formative and summative evaluation (in compliance with FERPA) include 1) Annual participant surveys (student, parents, teachers, administrators); 2) Center participating and activity logs (weekly); 3) types of programs and activities – topics frequency, participating rates, competencies gained (weekly); 4) number of students and parents being served at each Center (weekly); 5) comparison of pre-post records of participating students' academic performance and behavior (attendance rates – both in the regular school day and in the ACE Program- course grades, STAAR/EOC test results grade promotion, disciplinary actions, etc. – done monthly); 6) formal/informal observations by project staff, teachers, administrators (quarterly); 7) type of curriculum utilized (weekly); 8) other related program data to measure performance targets (monthly); and 9) percentage of students on track to achieve or exceed their academic performance goals, attendance goals, behavioral goals, their promotion goals, and their graduation trajectory goals.

Data on each performance measure identified by TEA will be utilized to assess project implementation against each objective. The summative evaluation will determine whether or not the ACE Program impacts 1) increased utilization of school sites beyond the school day hours in a safe environment; 2) reduced numbers of unsupervised children during the afternoons and during the summer; 3) reduced disciplinary incidents; 4) increase student academic skill levels and performance on standardized tests (STAAR); and 5) increased parent involvement. community partners, staff, teachers, student/parents will participate in the evaluation process through surveys, focus groups and formal interviews. The summative evaluation will be used compared to baseline data for each performance objective. The evaluator will analyze the data on a quarterly basis to provide feedback to Site Coordinators and the Project Director. This data will be used in data-driven decision-making for the ACE staff. Ongoing formative evaluation ensures each Center will effectively achieve its goals and measurable objectives in the approved timeframe.

How program evaluation results will be used to improve program operations and quality: Stakeholders understand that evaluation is the process of analyzing data to assess what works and what does not work in achieving ACE Program goals. Research has shown that a focus on creating a high-quality program increases youth engagement and participation, which then increases the likelihood of youth improving on desired outcomes such as academic and social emotional skills. Lometa ACE agrees to conduct an annual local program evaluation at the center and grantee levels that assesses the school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. These results will be used to refine, improve and strengthen the local program and will be made available to the public through district website and public meetings.

For a local evaluation, Lometa ACE will use The Weikart Center's Youth Program Quality Assessment (YPQA) a validated instrument designed to measure the quality of youth programs and identify staff training needs because stakeholders understand that data has no meaning on its own and meaning will be the result of human interaction with the data (American Institute for Research, 2017). The YPQA evaluates the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the YPQA self-assessment and observation process provides insight into their programs and provides a roadmap for staff to build professional competencies. The focus is on the process of quality improvement and not just specific quality scores. The data is meaningful and will lead to program improvement through reflection and action planning. The data will assist staff in understanding best practices and provides them tangible ideas that they can begin to use immediately to make the program operate more effectively. The YPQA data collection process will feed into the annual planning for the program and staff and stakeholders keep the following in mind when developing an evaluation plan: 1) What gets measured gets done; 2) If we don't measure results, we can't tell success from failure; 3) If we don't recognize failure, we can't correct it; 4) If you can't see success, we can't reward it; and 5) If we can't see success, we can't learn from it (American Institute of Research, 2017).

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 141-902

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 141-902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 141-902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 141-902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 141-902

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 141-902

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Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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